**Organizing Information**

**Teacher Candidate:** Ja’Corey Hagger

**Grade Level:** 3rd  **Date of lesson:** 11/26/11

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**Dodea standards**

**3SSK2:** Observe, interpret, and construct visual data.

**Knowledge and skills**

* How to raise questions
* Report findings

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students are familiar with all of the objects used in the initiation activity, students are aware of graphic organizers
* Students also have prior knowledge on creating a brochure.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

The students will be able to

* Translate information found on the computer to the some form of notes on paper
* Reorganize information given into their own words

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be assessed by observing the students during their organizing task

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Computers, 20 objects (hat, sunglasses, pencil, ruler, stapler, notebook, books, etc.)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct instruction, because students are given the many techniques they are available to use and direct on how to use them.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Start off by brainstorming things that students need to remember in our everyday lives. Ex. our home address, phone numbers, grocery lists, etc, user codes.

Next I will display a number of familiar objects (about 20). I will then remove 10 of the objects (to test their memory skills), show those items for 10 sec and then cover them and ask the students to write down with a partner the items that are covered.

I will repeat this activity allowing students to think of different strategies that will help them, getting them to realize that the best thing to do in order to remember something is too write it down or take some kind of notes.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. First I will start off by telling the students there are multiple ways to organize their notes, depending on what they are organizing will depend on the strategies they use.
2. There are many ways you can organize; notes, diagrams, sorting, Venn diagrams, concepts etc.
3. I will discuss the activities students will be doing and the best organizing strategies to use for each activity.
   1. Interview- the best way to keep your notes will to already have your questions lined up on the paper with space in between each one. Once you ask and interview a question write their response down in another color beneath the questions. Students will also be told that they should try to use short hand notes which will be explained.
   2. Computer Research- the best way to keep notes will to be to use an outline including the title. Main details and supporting details.
   3. Mapping- the best way to take notes of a map is to make sure you have the key (symbols with names of the things on the map)
4. Students will now start to work on their research skills for their brochure/presentation on the effects of climate on the food that is grown in their geographic region.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will come back together and discuss/show the ways in which they took their notes and why. Students will also have this time to express any problems they may have faced.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| John Doe | * 1. Students has ADHD   2. Student is on an IEP | Student has trouble keeping things organized. Students will be given a folder with taps on where to place all things and be checked at the end of each day to make sure everything is there. |